**Methods Trial 3 (C. Baukal)**

OCED 5233 Advanced Instructional Procedures in Occupational Education

Spring 2013 (Dr. Ausburn)

One-Minute Paper

I tried using one-minute papers (Svinicki and McKeachie, 2011, p. 66) in my Thermodynamics class. Wilson (1986, p. 199) recommended asking two questions: (1) What is the most significant thing you learned today? and (2) What question is uppermost in your mind at the end of this class session? Chizmar and Ostrosky (1998) empirically found learning was enhanced for classes consistently using one-minute papers, compared to control classes that did not.

At the end of class, I gave the students a sheet of paper with these two questions. These were treated as quizzes. I tried it twice. The first time the answers were not particularly enlightening for me as the instructor. Gray and Madson (2007) suggest responding back to the questions wherever possible, which I did. The students’ questions did provide some insight to help improve my instruction. One question in particular was very insightful. I have taught different versions of this course for several years and never had that question. I have used two different textbooks and neither directly answers the question. Next class I plan to answer the question for the class because it is important and because it will demonstrate to the class that I am reading their responses. This is a fast and easy technique to get some valuable feedback that can be used immediately, rather than waiting for feedback after the class is over.